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IDENTIFIERS Future Homemakers of America

ABSTRACT

The Standards for Vocational Home Economics Education were developed to maintain quality and to encourage excellence in vocational home economics education programs at all educational levels among the states and territories of the United States. The Standards are designed to be used by teachers, local supervisors, teacher educators, state staffs, administrators, and others interested in and concerned with developing and/or improving vocational home economics education programs. In the Standards, special attention is given to the following areas: integration of Future Homemakers of America into the home economics program; elimination of sex bias; accesibility of vocational home economics programs to all persons; development of outreach programs; and consideration of energy, nutrition, and consumer economics. In addition, special populations (the disabled, persons from various cultures, the economically disadvantaged, and single and school-age parents) are emphasized. Standards were developed for seven major areas: philosophy, advisory council, funding, administrative/supervisory staff, instructional staff, instructional program, and curriculum. Nine sets of standards (see note) cover these topics in either consumer and homemaking education or occupational home economics on various educational levels. Each set of Standards contains an explanatory handbook and the Standards for that level. This document covers middle/junior high consumer and homemaking education. (KC)

CE 029 741

ED 205 749

STANDARDS FOR VOCATIONAL HOME ECONOMICS EDUCATION STANDARDS FOR VOCATIONAL HOME ECONOMICS EDUCATION STANDARDS FOR VOCATIONAL HOME ECONOMICS EDUCATION

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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STANDARDS FOR VOCATIONAL HOME ECONOMICS EDUCATION

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We are especially appreciative of the suggestions made by persons who attended workshops sponsored by the project. Their participation in the developmental process greatly increased the relevance of the Standards. These participants are listed by state or territory in Appendix A of the Handbook.

Members of the project advisory committee were particularly supportive and dedicated to the task of developing the Standards. Many hours of their time were spent reviewing and critiquing drafts of the materials. Very special thanks is extended to this committee. Their names and affiliations are listed beginning on page vii.

Gratitude is expressed to Bertha G. King, Program Specialist for Vocational Home Economics Education, U. S. Department of Education, Office of Vocational and Adult Education. Appreciation is also extended to Frank Perazzoli, Karen Cossaro, and Geraldine Smith, who served as U. S. Department of Education project officers.

Special thanks go to the faculty and staff of the Division of Home Economics Education, The University of Texas at Austin. The support, cooperation, and encouragement of the following persons helped to make these Standards possible: Criss McCuller,

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PURPOSE OF THE STANDARDS

Why the Standards were developed.

The Standards for Vocational Home Economics Education Project was designed to develop standards and a handbook which together would serve to maintain quality and to encourage excellence in vocational home economics education programs at all educational levels among the states and territories. The project was funded by the United States Department of Education, Office of Vocational and Adult Education. A contract to conduct the project was awarded to the Division of Home Economics Education at The University of Texas at Austin in September of 1979. The developmental process is detailed in Appendix B.

Who will use the Standards.

The Standards have been designed to be used by teachers, local supervisors, teacher educators, state staffs, administrators, and others interested in and concerned with developing and/or improving vocational home economics education programs. Although the Standards are intended primarily for use by educators involved in vocational home economics education, they may also be useful in home economics education programs which are seeking to become qualified to receive vocational funds.

How the Standards will be used.

The organization of vocational home economics education programs varies among the states and territories. The purpose of these programs, however, is basically the same: to prepare males and

females for the occupation of homemaking (unpaid employment) and/or for paid employment in home economics occupations. The Standards have been written for use in evaluating existing programs and in developing new and/or innovative ones. They can also serve as a model to states and territories interested in designing their own standards or revising those currently in use. Although utilization of the Standards is voluntary, it is anticipated that implementation of these Standards for Vocational Home Economics Education will result in articulated programs of high quality at all educational levels among all the states and territories.

How the Standards are being implemented.

At workshops sponsored by the project in the fall of 1980, state and territory representatives developed plans for implementing the Standards. Many of these representatives have subsequently served on steering committees to direct implementation activities, including awareness activities. Presentations about the Standards have been made to teachers at state inservice conferences, to state advisory councils, and to local and state administrators. Some states and territories have prepared news releases and/or articles for professional association newsletters. Others are seeking, or have received, funding to adapt, print, and disseminate the Standards for use in their vocational home economics education programs.

AREAS OF SPECIAL CONCERN WITHIN THE STANDARDS

Areas of special concern were specifically identified in the Request For Proposals for the project and in recent federal legislation as needing greater attention in vocational home economics education programs. In the Standards, special attention is given to the following areas:

- integration of Future Homemakers of America into the vocational home economics education program
- elimination of sex bias and sex stereotyping
- accessibility of vocational home economics education programs to all persons
- development of outreach programs for out-of-school youths and adults
- consideration of current and future societal concerns, such as energy education/management, nutrition education, and consumer education

Throughout the Standards, these areas of special concern are emphasized. Consideration of these areas in planning, implementing, and evaluating programs and curriculum is encouraged.

In addition, several populations were identified by the advisory committee as needing visibility in the Standards. These were as follows:

- persons with various abilities
- persons from various cultures
- persons with handicapping conditions
- persons from economically depressed areas or areas with high rates of unemployment
- persons identified as disadvantaged
- single parents
- school-age parents

These populations are emphasized where appropriate in the Standards.

COMPONENTS OF A VOCATIONAL HOME ECONOMICS EDUCATION PROGRAM

As work on the Standards progressed, it became evident that inconsistencies existed in the field in the way several key terms were being used. The project staff and the advisory committee realized the need for defining the terms which are specifically used in describing components of a vocational home economics education program. These terms are defined below as they are used in the Standards.

vocational home economics education - the total program of offerings at the local and state levels which is composed of one or both types of instructional programs: consumer and homemaking education (unpaid employment in the occupation of homemaking) and occupational home economics education (paid employment in home economics occupations).

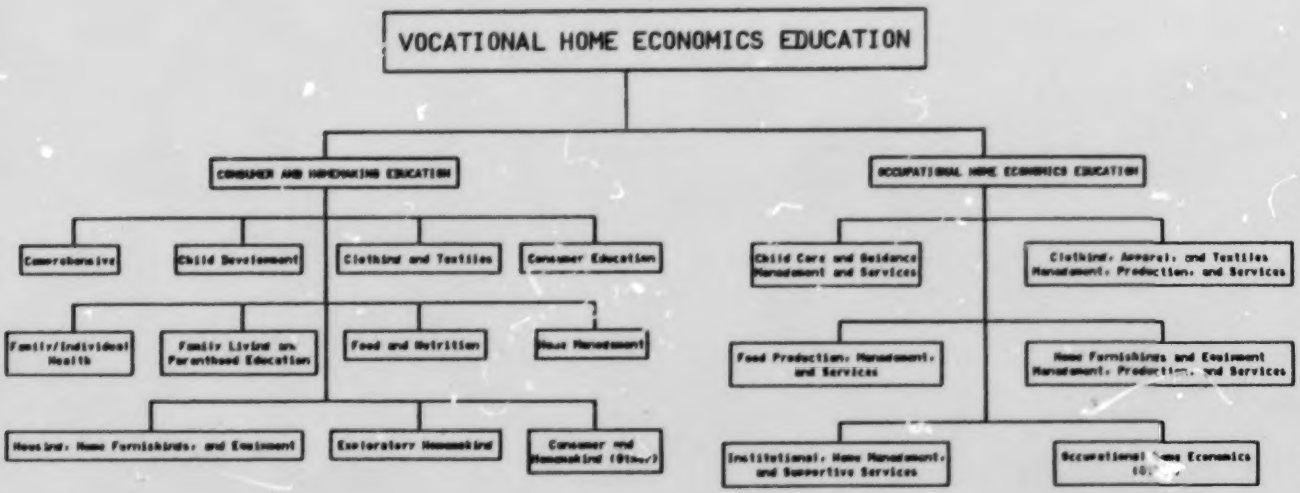
consumer and homemaking education - the instructional program within the total vocational home economics education program which prepares males and females at the elementary through adult educational levels for the occupation of homemaking (unpaid employment).

occupational home economics education - the instructional program within the total vocational home economics education program which prepares males and females at the middle/junior high school through adult educational levels for paid employment in home economics occupations.

(Figure 1 illustrates the way in which these three major terms are interrelated.)

FHA/HERO - the acronym for Future Homemakers of America/ Home Economics Related Occupations. In the Standards,

Figure 1. Vocational Home Economics Education Instructional Programs and Offerings*

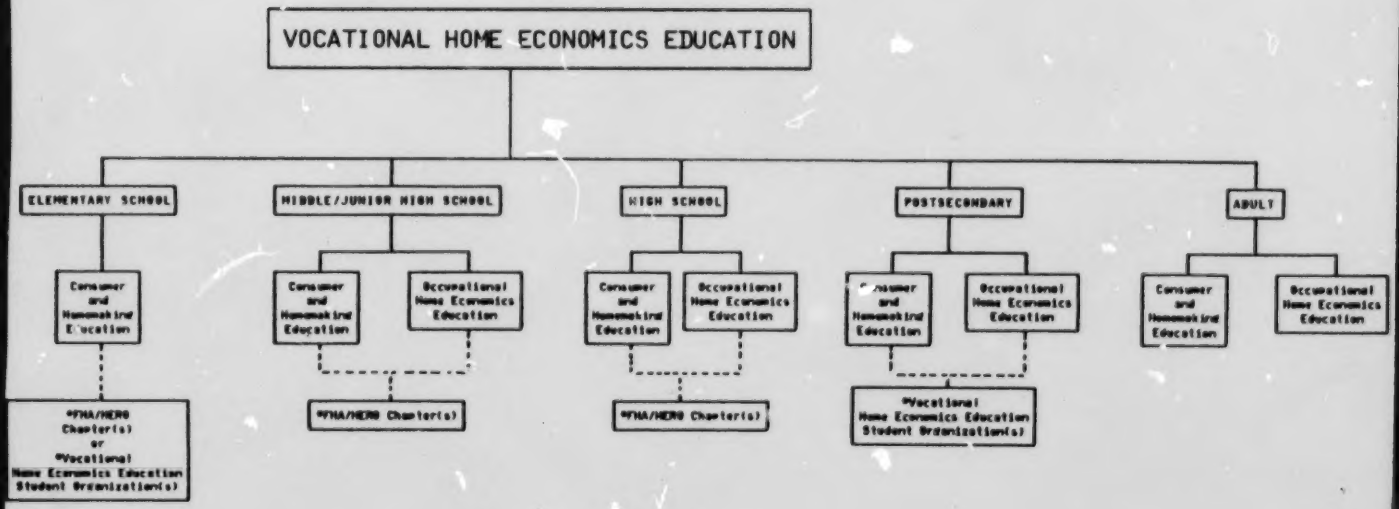

VOCATIONAL HOME ECONOMICS EDUCATION
CONSUMER AND HOMEMAKING EDUCATION
OCCUPATIONAL HOME ECONOMICS EDUCATION
Comprehensive
Child Development
Clothing and Textiles
Consumer Education
Child Care and Guidance Management and Services
Clothing, Apparel, and Textiles Management, Production, and Services
Family/Individual Health
Family Living and Parenthood Education
Food and Nutrition
Home Management
Food Production, Management, and Services
Home Furnishings and Equipment Management, Production, and Services
Housing, Home Furnishings, and Equipment
Exploratory Homemaking
Consumer and Homemaking (Other)
Institutional, Home Management, and Supportive Services
Occupational Home Economics

*These groupings and titles are in agreement with A Classification of Instructional Programs, U. S. Department of Education, National Center for Educational Statistics, February 1981.

FHA/HERO is used when referring to affiliated chapters of the national vocational student organization, Future Homemakers of America. This organization is specifically designed for students enrolled in either instructional program (consumer and homemaking education or occupational home economics education) within the vocational home economics education program. Currently, the national organization primarily serves students in the vocational home economics education program at the middle/junior high school and high school levels, but it is not limited to these students. For elementary and postsecondary levels, a local vocational home economics education student organization may be formed which is not affiliated with any national organization.

(Figure 2 illustrates the way in which student organizations are integral parts of the instructional programs at each educational level.)

Figure 2. Educational Levels with Instructional Programs and Student Organizations



*See Appendix C for definitions

HOW TO USE THE STANDARDS

In order to utilize the Standards properly, it is necessary to become familiar with the format, coding system, and terms used. The format and coding system are explained below and will assist the user in understanding the design of these materials, as well as facilitating use of the Standards in program development, implementation, and evaluation. Appendix C of this Handbook contains definitions of terms as they are used in the Standards.

Standards were developed for seven major topics. These topics are defined below.

Philosophy - The philosophy is defined as a written statement of fundamental beliefs which reflects a value system, serves as a framework for policies and procedures, and is the basis for making program decisions and for establishing program goals and objectives.

Advisory Council - An advisory council is defined as an organized group of persons, usually outside the educational setting, chosen to provide assistance to the vocational home economics education staff.

Funding - Funding is defined as monies provided by local, state, and/or federal sources for conducting the vocational home economics education program.

Administrative/Supervisory Staff - The administrative/supervisory staff is defined as the vocational home economics education personnel at the local or state level whose primary responsibilities are administering and

supervising programs, services, and activities of the vocational home economics education program and providing leadership to the vocational home economics education instructional staff.

Instructional Staff - The instructional staff is defined as the personnel directly responsible for teaching in the vocational home economics education program.

Instructional Program - The instructional program is defined as consumer and homemaking education offerings or occupational home economics education offerings at each educational level.

Curriculum - The curriculum is defined as that portion of the instructional program which identifies the content of the offerings and the plan for instruction.

Format

The format which evolved during the development of the Standards is systematic, yet it allows for flexibility in implementing the Standards for the various educational levels and both instructional programs. For each topic listed above, Standards were developed for use in the following instructional programs and educational levels within a total vocational home economics education program.

Instructional Program: Consumer and Homemaking Education

Educational Level:
- Elementary
- Middle/Junior High School
- High School
- Postsecondary
- Adult

Instructional Program: Occupational Home Economics Education

Educational Level:
- Middle/Junior High School
- High School
- Postsecondary
- Adult

A complete set of Standards is available for each of the educational levels and corresponding instructional programs listed above. As a result, a total of nine sets of Standards were developed through the project. Each set contains a copy of this Handbook.

Within the Standards, a hierarchy consisting of four levels is used. (See Figure 3.) This hierarchy is explained as follows:

Standard - a broad, descriptive statement established by authority (key professionals) and used as a model of qualitative and quantitative characteristics of quality for the voluntary assessment of existing programs and for the development of new programs.

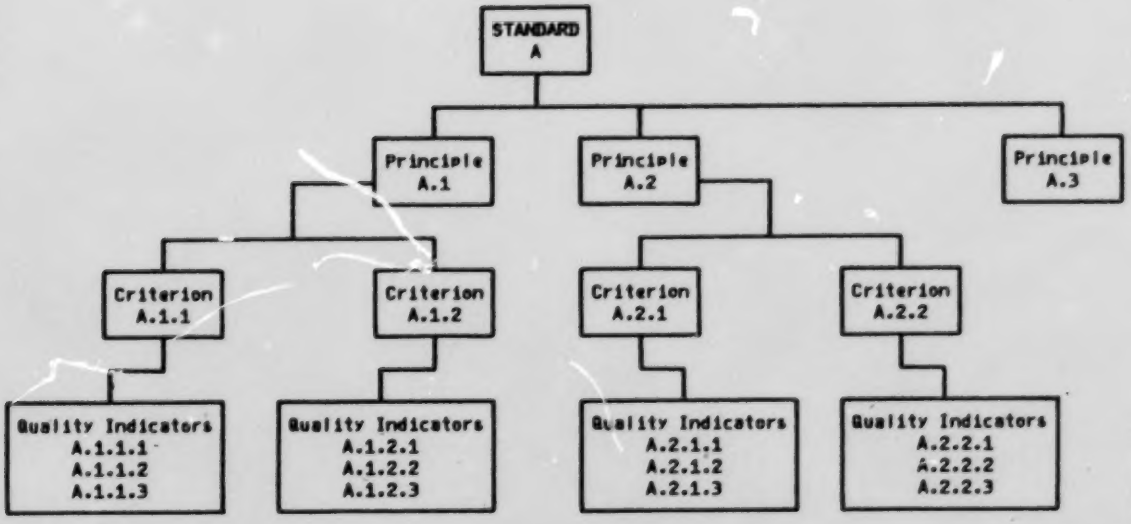
Principle - a descriptive statement of a subtopic within a given Standard.

Criterion - a descriptive statement of a subtopic within a given Principle.

Quality Indicator - a specific description of the components within the Criterion, used to assess the extent to which the Standards are met.

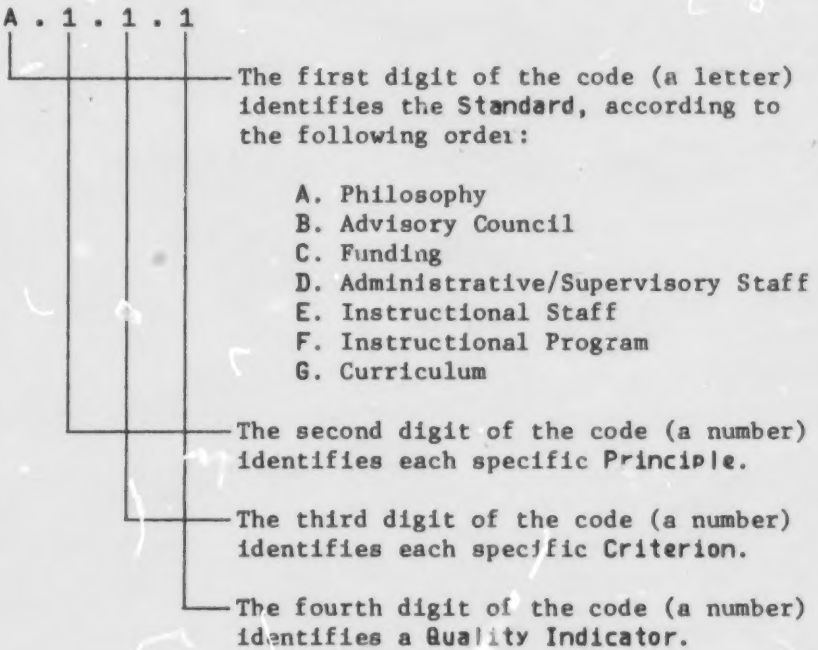
Although the words "standard," "principle," and "criterion" are defined in the dictionary as being synonymous terms, they have been used arbitrarily in the Standards to indicate the hierarchy within each topic.

Figure 3. Hierarchy of the Standards Format



Coding

To facilitate organization and use of the Standards, a systematic coding system has been devised. Figure 3 illustrates how this coding system appears in the Standards format. The coding system is explained as follows:


A . 1 . 1 . 1
The first digit of the code (a letter) identifies the Standard, according to the following order:
A. Philosophy
B. Advisory Council
C. Funding
D. Administrative/Supervisory Staff
E. Instructional Staff
F. Instructional Program
G. Curriculum
The second digit of the code (a number) identifies each specific Principle.
The third digit of the code (a number) identifies each specific Criterion.
The fourth digit of the code (a number) identifies a Quality Indicator.

USING THE STANDARDS FOR PROGRAM ASSESSMENT

The Quality Indicator Grid

The Quality Indicator section which appears on each page of the Standards is to be used for evaluating or assessing vocational home economics education programs. (See Figure 4.) The possible responses are listed and defined as follows:

Below Standard - satisfies none or only a part of the Quality Indicator

Meets Standard - satisfies the Quality Indicator

Exceeds Standard - surpasses the Quality Indicator

Comments - space provided to clarify responses to the Quality Indicators as needed. Comments should be specific in explaining why responses are made, especially those marked "Below Standard" and "Exceeds Standard." Such comments might be examples of documentation or plans for improvement in order to meet the Standard.

Improvement Analysis Form

It is anticipated that the major uses of the Standards for Vocational Home Economics Education will be in the areas of program development and evaluation. When the need for new instructional programs has been identified, the Standards can be utilized for planning in areas such as curriculum, facilities,

Figure 4. Example of the Quality Indicator Grid

PHILOSOPHY

STANDARD: A Philosophy - The philosophy is developed and utilized in the vocational home economics education program.

PRINCIPLE: A.1 Development - The philosophy is developed for the vocational home economics education program.

CRITERION: A.1.1 Content - The philosophy states the rationale for the vocational home economics education program.

QUALITY INDICATORS:		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
A.1.1.1	The philosophy supports the goals of the vocational home economics education program.				
A.1.1.2	The philosophy is consistent with other educational philosophies that affect the vocational home economics education program.				
A.1.1.3	The philosophy reflects the current focus of the field as established in statements issued by vocational home economics education professional organizations.				
A.1.1.4	The philosophy reflects the current legislative intent.				
A.1.1.5	The philosophy reflects social, economic, and cultural needs of the community in context with the focus of vocational home economics education.				

PHILOSOPHY

All Educational Levels - Vocational Home Economics Education

equipment, and instructional staff. In addition, the Standards can be used as a model or guide for developing evaluation criteria and/or assessment instruments.

Appendix D contains a suggested form, the Improvement Analysis Form, which may be used for, or adapted for use in, analyzing deficiencies in order to make program improvements. The first step in the analysis process is evaluating the program using the Quality Indicators for each topic. Responses are made to each Quality Indicator using the grid provided.

Each Quality Indicator which is marked "Below Standard" is written on the Improvement Analysis Form, along with a plan for removing the deficiency. The resources required and a cost estimate are noted, and an anticipated completion date should also be shown. A space is provided for indicating the projected outcome or result and for listing the personnel having primary responsibility for accomplishing the task(s).

Quality Indicators may be prioritized either before or after the analysis is made. Immediate attention is sometimes indicated in certain areas without extensive analysis. In other instances, however, a detailed analysis may be necessary before deficiencies can be prioritized. Individual program goals and objectives should be utilized when prioritizing the deficiencies to be removed.

CONCLUSIONS AND RECOMMENDATIONS

The Standards for Vocational Home Economics Education and the accompanying Handbook are the results of the efforts of many people: members of the project's advisory committee, participants in workshops sponsored by the project, representatives of the U. S. Department of Education, and the project staff. While the Standards and Handbook represent the best efforts of those involved in their development, it is recognized that in time they will need to be revised and updated. The project staff, therefore, recommends that the Standards be reviewed and updated three years after their publication and every five years thereafter. It is imperative to maintain valid Standards if they are to be utilized as intended.

It is also recommended that the United States Department of Education provide funding for a follow-up study of the implementation of the Standards and their impact on vocational home economics education programs in the states and territories. Such a follow-up project should be initiated and directed by the Program Specialist for Vocational Home Economics Education, U. S. Department of Education, Office of Vocational and Adult Education.

Other recommendations resulting from the Standards project include the following:

- expansion of vocational home economics education programs at the elementary, postsecondary, and adult educational levels
- expansion of outreach programs at all educational levels of the consumer and homemaking education instructional program
- expansion of occupational home economics education instructional programs.

APPENDICES

APPENDIX A

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Pearl Ralph
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Lena Clancy
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Sharron Glasscock
Alan Hodsdon
Marcelle Montminy
Elizabeth Snell
Ken Webber

NEW JERSEY
Mary Baldwin
Joan Bernstein
Cora Foltz
Judy Graef
Rosemary Harzmann
Carolyn Hoggatt
May Huang
Doris Palzer
Beverly Savidge
Dorothy Spencer

NEW MEXICO
Laine Fisher
Patricia Jordon
Toni Martorelli
Beatrice Melendrez
Bettie Lou Snapp
Julia Summers
Kathryn Turpen

NEW YORK
Frances Bliven
Betty Brown
Enid Carter
Edythe Conway

Ann Gibson
Janice Hamilton
Suzanne Hilfinger
Nancy Marks
Marion Minot
Sarah Stephens

NORTH CAROLINA
Bernice Caldwell
Rebecca Cline
Judy Dowell
Lilla Holsey
Mildred Johnson
Charlotte McCall
Rosa Purcell
William Teague
Marjory Cooper Unrath
Annette Watson

NORTH DAKOTA
Karen Botine
Glinda Crawford
Patricia Murphy
Cleo Roster
Beverly Witt

OHIO
Gail Henderson
Joanna Kister
Janet Laster
Frances Lavelle
Larry Petry
Pat Smith
Jeannine Stenson
Joanne Tappenden
Meta VanNostran

OKLAHOMA
Helen Brown
Irene Clements
Mary Jo Drummond
Cheryl Fedje
Grace Githens
Kathleen Meadows
Frances Smith
Joyce Thompson
Willene Walsh
Cynthia Ward
Wanda Wilson

OREGON
Marilyn Davis
Donna Freeman
Pauline Goodwin
Annette Jacobson
Sylvia Lee
Bonnie Meyer
Kathy Sansone
Karen Tipton
Sharon Wallace

PENNSYLVANIA
Ruth Browning
Luella Carn
Lilla Halchin
Laura Halliday
Audrey Harsanyi
Alma Kazmer
Carolyn Kratz
Ruth Anne Mears
Hester Munden
Ann Marie Potzner
Betty Ray
Twyla Shear

PUERTO RICO
Santos Socorro Cora
Diana de Broyles
Myrtha Sanabria de Vega
Lilliam Trujillo

RHODE ISLAND
Marie Bugielski
Sarah Connors
Patricia Kelly
Doris May
Margaret Sharkey
Patricia Westbrook
Virginia Wilson

SOUTH CAROLINA
Leola Adams
Lillie Beasley Glover
Helen Loftis
Sarah Ramsey
Martha Seawright

SOUTH DAKOTA
Edna Page Anderson
Brenda Bak
Marla Bjerke
Debra DeBates
Charlotte Schurr

TENNESSEE
Rose Barnhill
Joan Clark
Margaret Crockett
Sara Dodson
Frances Gandy
Ola Hudson
Zona Sears Jones
Sue Mays

TEXAS
Rachel Anderson
Gena Basnett
Camille Bell
Billie Chapman
Loretta Clemons
Jane Convery
Shirlene Cook
Janie Cotton
Jane Davidson
Dianne Porter Davis
Ann Derrick
Gloria Durr
Ruth Felty
Ruby Fournet
Billie Franke
Mary Freeman
Terry Garland
Judy Hetherly
June Impson
Diane Jackson
Judy Knight
Judith Lusk
Edna Lieb McBreen
Elizabeth Meroney
Wanda Montgomery
Gwendolyn Nellons
Joyce Nies
JoEtta Penn
Jane Rawson
Sarah Fain Sienty
Karen Sikes
Dolly Thiem
Barbara Ann Ware
Barbara Wofford
Veneta Young

UTAH
Colleen Caputo
Maurine Humphris
Joan McFadden
Sidnee Spencer
Karen Stone
Joyce Winterton

VERMONT
Ruth Allard
Elizabeth Carr
Lou Ann Hale
Judy Oppert
Marlene Thibault

VIRGINIA
Margaret Dewald-Link
Carolyn Driver
Barbara Jones
Frances Mason
Shirley Perry
Lillian Ann Smith
Lillian Wright

VIRGIN ISLANDS
Beverly Bledsoe
Elsa Garcia

WASHINGTON
Rhonda Bouy
Sally Bramel
Lucille Charnley
Nancy Johnson
Nancy Maxwell
Carol Mooney
Fern O'Neil
Joanne Primavera
Jackie Stenger
Betty Lea Trout

WEST VIRGINIA
Martha Blankenship
Jean Cronin
Yvonne Ferguson
Irene Nenni
Sharon Redick
Brenda Smith
Kay Weese

WISCONSIN
Pat Brodacki
Diane Colby
Jeanette Daines
Idelle Fauske
Laurie Hittman
Nanette Hoppe
Beatrice Petrich
Rennee Ramsay
Helen Scheve
Elaine Staaland
Karen Zimmerman

WYOMING
Rosemary Black
Dolores Gade
Shirley Humphrey
Ellen Mellott
Lyn Velle

AMERICAN VOCATIONAL ASSOCIATION
Roni Posner

APPENDIX B

HOW THE STANDARDS WERE DEVELOPED

In October and November of 1979, the first steps in the project entitled, "Verification and Implementation of Program Standards for Vocational Home Economics Education," were conducted. Copies of existing program standards and handbooks were requested from the states and territories. Analysis of the materials resulted in identification of commonalities and differences among the standards received from the states and territories. A review of the literature was also conducted during this time to gather additional information.

Instrumental in the development of the Standards were members of the project advisory committee. This committee met three times during the course of the project. In addition, advisory committee members assisted the project staff in conducting six regional workshops.

During the spring of 1980, the analysis of existing standards and materials was reviewed by the advisory committee. The project staff utilized suggestions from the advisory committee for developing the Standards and Handbook. As topics were drafted, they were sent to the advisory committee for further critique and review. The committee met to discuss the Standards that had been completed, and consensus was reached on format and wording. The preliminary Standards and Handbook were completed during the summer of 1980.

In September and October of 1980, six regional workshops were held for the purpose of allowing potential users of the Standards and Handbook to review and critique the drafts of the materials. State supervisors of vocational home economics education selected persons to officially represent their

state or territory at the workshops. Additional individuals from the states and territories were also in attendance. Over 500 persons participated in the development of the Standards during the regional workshops. Individuals attending the meetings are listed by state or territory in Appendix C.

A second purpose of the regional workshops was to allow participants to convene by state or territory to develop plans for implementing the Standards in their localities. Members of the advisory committee assisted the project staff at the regional workshops. The workshops were held in Chicago, Boston, Atlanta, San Francisco, Denver, and Dallas.

At the annual meeting of the American Vocational Association in New Orleans during December of 1980, a special working session was held. The purpose of this session was to allow persons who had attended the regional workshops, as well as others who had been unable to attend, to examine and critique changes that had been made in the Standards as a result of suggestions made at the regional workshops.

After the final advisory committee meeting in January of 1981, the Standards and Handbook were completed. When the project officer in the U. S. Department of Education approved the final draft of the Standards, they were sent to the U. S. Government Printing Office for reproduction. The Standards were available for distribution and purchase in the summer of 1981.

APPENDIX C

DEFINITIONS OF TERMS USED IN THE STANDARDS

articulation
a planned developmental progression of tasks and learnings that interrelate each vocational home economics education offering with other vocational home economics education offerings and that interrelate instructional programs at each educational level with instructional programs at all other educational levels. Sometimes may be defined as "scope and sequence."

comprehensive offering
a consumer and homemaking education offering which is comprised of study in all areas of home economics: (1) child development; (2) clothing and textiles; (3) consumer education; (4) family/individual health; (5) family living and parenthood education; (6) food and nutrition; (7) home management (including resource management); and (8) housing, home furnishings, and equipment.

consumer and homemaking education
the instructional program within the total vocational home economics education program which prepares males and females at the elementary through adult educational levels for the occupation of homemaking (unpaid employment).

continuing education activities
educational experiences designed to update the knowledge and skills of participants; may include credit or non-credit offerings or local, state, and/or national inservice activities.

cooperative education
(adapted from PL 94-482) a method of instruction utilized in vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the education and employability of the student. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative arrangement.

Criterion
(as used in these Standards) a descriptive statement of a subtopic within a given Principle.

educational levels

- **elementary** – commonly, grades kindergarten through six (actual grades may vary among school districts).
- **middle/junior high school** – commonly, the grades between elementary and high school (actual grades may vary among school districts).
- **high school** – commonly, grades nine through twelve (actual grades may vary among school districts).

- **postsecondary** – (adapted from PL 94-482) vocational education for persons who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward an associate degree or a certificate/license/credential, but which programs are not designed as baccalaureate or higher degree programs.
- **adult education** – (adapted from PL 94-482) vocational education for persons who have completed or left high school and who are not described in the definition of "postsecondary" or who have already entered the labor market or who are unemployed.

educational preparation
completion of approved college courses or participation in approved inservice activities.

exploratory
a process of allowing students to sample a series of activities/offerings which will enable them to make decisions regarding further concentration of study.

extended learning experience
a planned, out-of-class experience which reinforces class learnings and assists in the development of competencies for the occupation of homemaking.

FHA/HERO
the acronym for Future Homemakers of America/Home Economics Related Occupations. The term FHA/HERO is used to identify affiliated chapters of both instructional programs (consumer and homemaking education and occupational home economics education). (See also "Future Homemakers of America.")

Future Homemakers of America
the national vocational student organization which is specifically designed to be an integral part of the curriculum of the vocational home economics education program (consumer and homemaking education and occupational home economics education). Currently, the organization primarily serves students in the vocational home economics education program at the middle/junior high school and high school levels, but service is not limited to these students. Future Homemakers of America is the official title used to identify the overall organization which is composed of FHA/HERO chapters. (See also "FHA/HERO.")

inservice
the educational experience that a person receives after gaining a baccalaureate degree or certificate/license/credential; may include credit or noncredit offerings, workshops, seminars, training programs, or professional association activities.

occupational home economics education
the instructional program within the total vocational home economics education program which prepares males and females at the middle/junior high school through adult educational levels for paid employment in home economics occupations.

offering
a planned course, class, service, or activity that is within an instructional program; component(s) of the instructional program.

on-the-job training
the acquisition of technical knowledge and skills in an actual job setting which is supervised; may be paid or unpaid.

outreach offerings
(identified, encouraged, and established in PL 94-482, section 150) special activities within the consumer and homemaking education instructional program which are conducted by teachers or students, using home, school, or community facilities, which meet the particular needs of specific segments of the population who may not ordinarily be included in the regular instructional program.

pre-employment laboratory education
a method of instruction designed to provide technical instruction and supervised simulated work experiences in a laboratory, and/or business/industry setting in order to prepare students for paid employment in home economics occupations.

preservice
the educational preparation that a person receives prior to gaining a baccalaureate degree or certificate/license/credential.

Principle
(as used in these Standards) a descriptive statement of a subtopic within a given Standard.

Quality Indicator
(as used in these Standards) a specific description of the components within the Criterion, used to assess the extent to which the Standards are met.

specialized offering
an offering whose content emphasizes one of the following areas of consumer and homemaking education: (1) child development; (2) clothing and textiles; (3) consumer education; (4) family/individual health; (5) family living and parenthood education; (6) food and nutrition; (7) home management, including resource management; or (8) housing, home furnishings, and equipment.

Standard
(as used in these Standards) a broad, descriptive statement established by authority (key professionals) and used as a model of qualitative and quantitative characteristics of quality for the voluntary assessment of existing programs and for the development of new programs.

vocational education
(adapted from PL 94-482, section 195) organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

vocational home economics education
the total program of offerings at the local and state levels which is composed of one or both types of instructional programs: consumer and homemaking education (unpaid employment in the occupation of homemaking) and occupational home economics education (paid employment in home economics occupations).

vocational home economics education staff
the combination of the vocational home economics education instructional and administrative/supervisory staffs.

vocational home economics education student organization
any organization formed at the local level (not affiliated with any national organization) to serve students in a vocational home economics education program at the elementary or postsecondary educational level.

APPENDIX D

IMPROVEMENT ANALYSIS FORM

Educational Level: _____

Instructional Program: _____

Quality Indicator (Deficiency)	Activities/Tasks (Plan of Action)	Resources Required	Estimated Cost	Estimated Completion Date	Projected Outcome or Result	Priority and Person Responsible

Standard Topic A. PHILOSOPHY

The philosophy is defined as a written statement of fundamental beliefs which reflects a value system, serves as a framework for policies and procedures, and is the basis for making program decisions and for establishing program goals and objectives.

STANDARD: A Philosophy - The philosophy is developed and utilized in the vocational home economics education program.

PRINCIPLE: A.1 Development - The philosophy is developed for the vocational home economics education program.

CRITERION: A.1.1 Content - The philosophy states the rationale for the vocational home economics education program.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	A.1.1.1	The philosophy supports the goals of the vocational home economics education program.				
	A.1.1.2	The philosophy is consistent with other educational philosophies that affect the vocational home economics education program.				
	A.1.1.3	The philosophy reflects the current focus of the field as established in statements issued by vocational home economics education professional organizations.				
	A.1.1.4	The philosophy reflects the current legislative intent.				
	A.1.1.5	The philosophy reflects social, economic, and cultural needs of the community in context with the focus of vocational home economics education.				

PHILOSOPHY

STANDARD: A Philosophy - The philosophy is developed and utilized in the vocational home economics education program.

PRINCIPLE: A.1 Development - The philosophy is developed for the vocational home economics education program.

CRITERION: A.1.2 Contributors - The philosophy is developed by the vocational home economics education staff.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	A.1.2.1	The philosophy is developed by the vocational home economics education staff utilizing suggestions from the advisory council.				
	A.1.2.2	The philosophy is reviewed every three years by the vocational home economics education staff and the advisory council.				
	A.1.2.3	The philosophy is revised or updated by the vocational home economics education staff when a need is indicated by the results of the review.				

PHILOSOPHY

STANDARD: A Philosophy - The philosophy is developed and utilized in the vocational home economics education program.

PRINCIPLE: A.2 Utilization - The philosophy is available and is applied within the vocational home economics education program.

CRITERION: A.2.1 Availability - The philosophy is available.

QUALITY INDICATORS:		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
A.2.1.1	The philosophy is a statement in printed form which is available for distribution.				
A.2.1.2	The philosophy is specifically distributed to the vocational home economics education staff, counselors, appropriate administrators, and governing board members.				
A.2.1.3	The philosophy is specifically distributed to members of the advisory council(s) responsible for advising the vocational home economics education program.				
A.2.1.4	The philosophy is available upon request to all interested persons.				

STANDARD: A Philosophy - The philosophy is developed and utilized in the vocational home economics education program.

PRINCIPLE: A.2 Utilization - The philosophy is available and is applied within the vocational home economics education program.

CRITERION: A.2.2 Application - The philosophy is utilized to determine the vocational home economics education program direction.

QUALITY INDICATORS:		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
A.2.2.1	The philosophy is utilized in developing goals for the vocational home economics education program.				
A.2.2.2	The philosophy is utilized in planning the vocational home economics education program.				
A.2.2.3	The philosophy is utilized in implementing the vocational home economics education program.				
A.2.2.4	The philosophy is utilized in evaluating the vocational home economics education program.				
A.2.2.5	The philosophy is utilized in revising the vocational home economics education program as indicated by the results of the evaluation.				
A.2.2.6	The philosophy is utilized in developing the vocational home economics education curriculum.				

Quality indicators continued

	Below Standard	Meets Standard	Exceeds Standard	COMMENTS
A.2.2.7 The philosophy is utilized in developing instructional and administrative/supervisory staff job descriptions.				

Standard Topic B. ADVISORY COUNCIL

An advisory council is defined as an organized group of persons, usually outside the educational setting, chosen to provide assistance to the vocational home economics education staff.

STANDARD: B Advisory Council - An advisory council is organized and has responsibility for advising and assisting school personnel concerned with the vocational home economics education program.

PRINCIPLE: B.1 Organization - An advisory council is organized to insure that its membership is representative of the community and that it has regularly scheduled meetings.

CRITERION: B.1.1 Membership - An advisory council has membership which is representative of the community.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	B.1.1.1	An advisory council is comprised of members selected or recommended by the vocational home economics education staff.				
	B.1.1.2	An advisory council is comprised of members who are approved and invited to serve by the appropriate administrator.				
	B.1.1.3	An advisory council is comprised of a minimum of five members.				
	B.1.1.4	An advisory council includes representatives of the community, such as former students, parents/guardians, and business/industry persons.				
	B.1.1.5	An advisory council is comprised of both males and females.				

Quality indicators continued

	Below Standard	Meets Standard	Exceeds Standard	COMMENTS
B.1.1.6 An advisory council includes representatives of the vocational home economics education staff as ex-officio members.				

STANDARD: B Advisory Council - An advisory council is organized and has responsibility for advising and assisting school personnel concerned with the vocational home economics education program.

PRINCIPLE: B.1 Organization - An advisory council is organized to insure that its membership is representative of the community and that it has regularly scheduled meetings.

CRITERION: B.1.2 Meetings - An advisory council operates with a planned program of work.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	B.1.2.1	An advisory council meets at least twice each year.				
	B.1.2.2	An advisory council operates within the framework of written policies or bylaws.				
	B.1.2.3	An advisory council elects officers, including a chairperson and a secretary.				
	B.1.2.4	An advisory council follows a planned agenda which is distributed to members prior to each meeting.				
	B.1.2.5	An advisory council works with the vocational home economics education staff in developing the agenda for each meeting.				
	B.1.2.6	An advisory council maintains minutes of each meeting which are distributed to members prior to the next meeting.				

Quality indicators continued

	Below Standard	Meets Standard	Exceeds Standard	COMMENTS
B.1.2.7 An advisory council maintains an open file of minutes and other documents in the vocational home economics education department.				

STANDARD: B Advisory Council - An advisory council is organized and has responsibility for advising and assisting school personnel concerned with the vocational home economics education program.

PRINCIPLE: B.2 Responsibilities - An advisory council has responsibility for advising and assisting school personnel regarding program development and evaluation and for supporting the vocational home economics education program through public relations activities.

CRITERION: B.2.1 Program Development and Evaluation - An advisory council has responsibility for advising and assisting the vocational home economics education staff regarding program development and evaluation.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	B.2.1.1	An advisory council makes recommendations to the vocational home economics education staff concerning needs within the community.				
	B.2.1.2	An advisory council makes recommendations to the vocational home economics education staff concerning offerings.				
	B.2.1.3	An advisory council makes recommendations to the vocational home economics education staff concerning new instructional programs and new offerings.				
	B.2.1.4	An advisory council makes recommendations to the vocational home economics education staff concerning budgetary matters.				

Quality Indicators continued

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
B.2.1.5	An advisory council makes recommendations to the vocational home economics education staff concerning training stations and employment opportunities for students enrolled in occupational home economics education offerings.				
B.2.1.6	An advisory council makes recommendations to the vocational home economics education staff concerning design and use of facilities.				
B.2.1.7	An advisory council makes recommendations to the vocational home economics education staff concerning the selection and maintenance of equipment.				
B.2.1.8	An advisory council makes recommendations concerning the vocational home economics education program for local and state plans of vocational education.				

STANDARD: B Advisory Council - An advisory council is organized and has responsibility for advising and assisting school personnel concerned with the vocational home economics education program.

PRINCIPLE: B.2 Responsibilities - An advisory council has responsibility for advising and assisting school personnel regarding program development and evaluation and for supporting the vocational home economics education program through public relations activities.

CRITERION: B.2.2 Public Relations - An advisory council has responsibility for supporting the vocational home economics education program through public relations activities.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	B.2.2.1	An advisory council assists in interpreting the vocational home economics education program to persons within the community and the legislature.				
	B.2.2.2	An advisory council assists in interpreting the vocational home economics education program to other vocational groups and education personnel.				
	B.2.2.3	An advisory council assists in publicizing the vocational home economics education program.				

Standard Topic C. FUNDING

Funding is defined as monies provided by local, state, and/or federal sources for conducting the vocational home economics education program.

STANDARD: C Funding - Funding is provided for vocational home economics education staff and instruction which support the vocational home economics education philosophy.

PRINCIPLE: C.1 Staff - Funding is provided for vocational home economics education staff salaries and travel.

CRITERION: C.1.1 Salaries - Funding is provided for vocational home economics education staff salaries.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	C.1.1.1	Funding is provided for the number of vocational home economics education staff members necessary to conduct and administer/ supervise the vocational home economics education program.				
	C.1.1.2	Funding is provided for salaries of vocational home economics education staff members who are on extended employment beyond the regular school hours and/or beyond the academic year.				
	C.1.1.3	Funding is provided in the form of additional salary, compensatory time, or released time with pay for vocational home economics education staff participation in authorized continuing education activities.				

Quality Indicators continued

	Below Standard	Meets Standard	Exceeds Standard	COMMENTS
C.1.1.4 Funding is provided for salaries of substitute instructional personnel for instructional staff members who participate in authorized continuing education activities.				

STANDARD: C Funding - Funding is provided for vocational home economics education staff and instruction which support the vocational home economics education philosophy.

PRINCIPLE: C.1 Staff - Funding is provided for vocational home economics education staff salaries and travel.

CRITERION: C.1.2 Travel - Funding is provided for reimbursement for vocational home economics education staff travel, including transportation and per diem expenses, according to local and state guidelines.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	C.1.2.1	Funding is provided for travel for instructional staff to meet objectives of specific offerings, such as supervising students and selecting materials.				
	C.1.2.2	Funding is provided for travel for vocational home economics education staff to supervise activities of FHA/HERO chapters and/or vocational home economics education student organization chapters at the local, district/area, state, and national levels.				
	C.1.2.3	Funding is provided for travel for vocational home economics education staff to participate in inservice activities (local, regional, state, and national), workshops, seminars, and/or training programs in order to further professional development in vocational home economics education.				

Quality Indicators continued

	Below Standard	Meets Standard	Exceeds Standard	COMMENTS
C.1.2.4 Funding is provided for travel for vocational home economics education administrative/ supervisory staff to assist and supervise instructional staff.				

STANDARD: C Funding - Funding is provided for vocational home economics education staff and instruction which support the vocational home economics education philosophy.

PRINCIPLE: C.2 Instruction - Funding is provided for resources and for transportation of students to activities which contribute to instruction.

CRITERION: C.2.1 Resources - Funding is provided for resources which contribute to instruction.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	C.2.1.1	Funding is provided for building and maintaining/renovating classrooms to accommodate the number of students assigned to each offering.				
	C.2.1.2	Funding is provided for building and maintaining/renovating laboratories to accommodate the number of students assigned to each offering.				
	C.2.1.3	Funding is provided for building and maintaining/renovating all facilities to insure safety.				
	C.2.1.4	Funding is provided for building and maintaining/renovating office and work space for administrative/supervisory staff.				

Quality indicators continued

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
C.2.1.5	Funding is provided for building and maintaining/renovating work space within the vocational home economics education department for each member of the instructional staff during his/her preparation time.				
C.2.1.6	Funding is provided for building and maintaining/renovating storage space for instructional materials and equipment within the vocational home economics education department or classroom where they are utilized.				
C.2.1.7	Funding is provided for building and maintaining/renovating additional space within or near the vocational home economics education department that enhances the teaching/learning situation, such as living and/or dining space, laundry space, outdoor living space, and child care/parenthood education laboratories.				
C.2.1.8	Funding is provided for building and/or modifying facilities which will be accessible to all persons.				
C.2.1.9	Funding is provided for materials, supplies, printing, telephone, and postage which contribute to the teaching/learning situtation.				

	Below Standard	Meets Standard	Exceeds Standard	COMMENTS
C.2.1.10 Funding is provided for the purchase and maintenance of equipment which contributes to the teaching/learning situation.				
C.2.1.11 Funding is provided for conducting evaluation of the vocational home economics education program.				
C.2.1.12 Funding is provided for employment of teacher aides/paraprofessionals to assist in offerings having disproportionate numbers of students with special needs.				
C.2.1.13 Funding is provided for conducting needs assessments for the development of new offerings and/or instructional programs.				

STANDARD: C Funding - Funding is provided for vocational home economics education staff and instruction which support the vocational home economics education philosophy.

PRINCIPLE: C.2 Instruction - Funding is provided for resources and for transportation of students to activities which contribute to instruction.

CRITERION: C.2.2 Transportation - Funding is provided for transportation of students to activities which contribute to instruction.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	C.2.2.1	Funding is provided for transportation of students on field trips which contribute to the teaching/learning situation.				
	C.2.2.2	Funding is provided for transportation of students from the school to activities of FHA/HERO chapters and/or vocational home economics education student organization chapters when accompanied by a chapter adviser or other authorized vocational home economics education staff person.				

Standard Topic D. ADMINISTRATIVE/SUPERVISORY STAFF

The administrative/supervisory staff is defined as the vocational home economics education personnel at the local or state level whose primary responsibilities are administering and supervising programs, services, and activities of the vocational home economics education program and providing leadership to the vocational home economics education instructional staff.

STANDARD: D Administrative/Supervisory Staff – The administrative/supervisory staff of a vocational home economics education program is qualified to administer the program, has responsibility for managing the program, and exhibits professionalism.

PRINCIPLE: D.1 Qualifications – The administrative/supervisory staff is qualified to administer the vocational home economics education program.

CRITERION: D.1.1 Education/Experience – The administrative/supervisory staff has the educational preparation (preservice or inservice) and/or experience necessary to administer the program.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	D.1.1.1	The administrative/supervisory staff has at least a master's degree. (Must also meet the requirements of Quality Indicators D.1.2.1 and D.1.2.2.)				
	D.1.1.2	The administrative/supervisory staff has at least three years teaching experience in a vocational home economics education program.				
	D.1.1.3	The administrative/supervisory staff has at least three years experience as an adviser of a local FHA/HERO chapter or vocational home economics education student organization chapter.				
	D.1.1.4	The administrative/supervisory staff has had educational preparation to administer both consumer and homemaking education and occupational home economics education instructional programs.				

Quality Indicators continued

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
D.1.1.5	The administrative/supervisory staff has had educational preparation to direct program planning and development.				
D.1.1.6	The administrative/supervisory staff has had educational preparation to direct program evaluation.				
D.1.1.7	The administrative/supervisory staff has had educational preparation in the history and philosophy of vocational education.				
D.1.1.8	The administrative/supervisory staff has had educational preparation in the history and philosophy of home economics education.				
D.1.1.9	The administrative/supervisory staff has had educational preparation and experience in integrating Future Homemakers of America or vocational home economics education student organizations into the program.				
D.1.1.10	The administrative/supervisory staff has had educational preparation or experience in directing instructional programs for persons with various abilities.				
D.1.1.11	The administrative/supervisory staff has had educational preparation or experience in directing instructional programs for disadvantaged persons.				

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
D.1.1.12	The administrative/supervisory staff has had educational preparation or experience in directing instructional programs for persons who have handicapping conditions.				
D.1.1.13	The administrative/supervisory staff has had educational preparation or experience in directing instructional programs for persons from economically depressed areas or areas with high rates of unemployment.				
D.1.1.14	The administrative/supervisory staff has had educational preparation or experience in directing instructional programs for persons from various cultures.				
D.1.1.15	The administrative/supervisory staff has had educational preparation or experience to direct the design and implementation of instructional programs which eliminate sex bias and sex stereotyping.				
D.1.1.16	The administrative/supervisory staff has had educational preparation or experience to initiate and direct instructional programs which address current and future societal concerns as related to consumer and homemaking education and occupational home economics education offerings.				

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
D.1.1.17	The administrative/supervisory staff has had educational preparation or experience in managing the financial responsiblities of the vocational home economics education program.				
D.1.1.18	The administrative/supervisory staff has had educational preparation or experience in providing leadership for promoting the vocational home economics education program through public relations activities.				
D.1.1.19	The administrative/supervisory staff has had educational preparation or experience in directing the formation and utilization of advisory councils.				
D.1.1.20	The administrative/supervisory staff has had educational preparation or experience in interpreting legislation and policies affecting vocational home economics education.				
D.1.1.21	The administrative/supervisory staff has had educational preparation or experience in planning, conducting, and evaluating inservice education programs to meet the needs of vocational home economics education staff.				
D.1.1.22	The administrative/supervisory staff has had educational preparation or experience in planning, developing, implementing, and evaluating vocational home economics education curriculum.				

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
D.1.1.23	The administrative/supervisory staff has had educational preparation in management theories and practices.				
D.1.1.24	The administrative/supervisory staff has had educational preparation or experience in supervision of personnel.				
D.1.1.25	The administrative/supervisory staff has had educational preparation or experience in planning facilities and selecting equipment.				

STANDARD: D Administrative/Supervisory Staff – The administrative/supervisory staff of a vocational home economics education program is qualified to administer the program, has responsibility for managing the program, and exhibits professionalism.

PRINCIPLE: D.1 Qualifications – The administrative/supervisory staff is qualified to administer the vocational home economics education program.

CRITERION: D.1.2 Certification/Licensing/Credentialing – The administrative/supervisory staff meets state certification/licensing/credentialing requirements for vocational home economics education.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	D.1.2.1	The administrative/supervisory staff has a vocational teaching certificate/license/credential in consumer and homemaking education and/or occupational home economics education. (Must also meet the requirements of Quality Indicators D.1.1.1 and D.1.2.2.)				
	D.1.2.2	The administrative/supervisory staff has a certificate/license/credential for the administrative/supervisory staff position. (Must also meet the requirements of Quality Indicators D.1.1.1 and D.1.2.1.)				
	D.1.2.3	The administrative/supervisory staff who has a temporary certificate/license/credential is actively involved in obtaining credentials for the administrative/supervisory position.				

STANDARD: D Administrative/Supervisory Staff – The administrative/supervisory staff of a vocational home economics education program is qualified to administer the program, has responsibility for managing the program, and exhibits professionalism.

PRINCIPLE: D.2 Responsibilities – The administrative/supervisory staff manages and evaluates the vocational home economics education program and directs the interpretation of vocational home economics education to the public.

CRITERION: D.2.1 Management – The administrative/supervisory staff manages the vocational home economics education program.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	D.2.1.1	The administrative/supervisory staff coordinates the organization and utilization of an advisory council(s).				
	D.2.1.2	The administrative/supervisory staff facilitates the development of the philosophy of the vocational home economics education program.				
	D.2.1.3	The administrative/supervisory staff directs the development and implementation of curriculum based upon state guidelines and policies.				
	D.2.1.4	The administrative/supervisory staff conducts site visits to local schools.				

Quality indicators continued

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
D.2.1.5	The administrative/supervisory staff facilitates articulation of instructional programs among educational levels (elementary, middle/junior high, high school, postsecondary, adult, and college/university).				
D.2.1.6	The administrative/supervisory staff facilitates articulation among vocational home economics education program offerings.				
D.2.1.7	The administrative/supervisory staff manages the financial aspects of the vocational home economics education program.				
D.2.1.8	The administrative/supervisory staff develops and implements reporting procedures.				
D.2.1.9	The administrative/supervisory staff verifies that reports are accurate and complete.				
D.2.1.10	The administrative/supervisory staff maintains files of vocational home economics education program records and reports, such as financial records and inventories.				
D.2.1.11	The administrative/supervisory staff meets deadlines when completing and filing vocational home economics education program reports.				

	Below Standard	Meets Standard	Exceeds Standard	COMMENTS
D.2.1.12 The administrative/supervisory staff assists in planning facilities.				
D.2.1.13 The administrative/supervisory staff makes recommendations for the purchase of equipment.				
D.2.1.14 The administrative/supervisory staff makes recommendations concerning staff employment.				
D.2.1.15 The administrative/supervisory staff manages the planning, implementation, and evaluation of inservice education programs for the vocational home economics education staff.				
D.2.1.16 The administrative/supervisory staff coordinates and articulates activities among FHA/HERO chapters and/or vocational home economics education student organization chapters.				
D.2.1.17 The administrative/supervisory staff makes recommendations for annual and five-year plans for the vocational home economics education program.				
D.2.1.18 The administrative/supervisory staff utilizes the current national taxonomy codes for vocational education instructional programs in administering the vocational home economics education program.				

	Below Standard	Meets Standard	Exceeds Standard	COMMENTS
D.2.1.19 The administrative/supervisory staff approves continuing education activities for vocational home economics education staff participation and compensation.				

STANDARD: D Administrative/Supervisory Staff – The administrative/supervisory staff of a vocational home economics education program is qualified to administer the program, has responsibility for managing the program, and exhibits professionalism.

PRINCIPLE: D.2 Responsibilities – The administrative/supervisory staff manages and evaluates the vocational home economics education program and directs the interpretation of vocational home economics education to the public.

CRITERION: D.2.2 Evaluation – The administrative/supervisory staff has responsibility for directing evaluation activities.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	D.2.2.1	The administrative/supervisory staff conducts a formal self-evaluation of professional performance at least once a year.				
	D.2.2.2	The administrative/supervisory staff utilizes local, state, and national vocational home economics education standards and other criteria when conducting the self-evaluation of professional performance.				
	D.2.2.3	The administrative/supervisory staff utilizes the results of the self-evaluation of professional performance to improve the administration of the vocational home economics education program.				
	D.2.2.4	The administrative/supervisory staff evaluates vocational home economics education staff performance at least once a year (when staff evaluation is a part of the administrative/supervisory staff job description).				

Quality Indicators continued

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
D.2.2.5	The administrative/supervisory staff evaluates vocational home economics education staff performance utilizing a variety of techniques (when staff evaluation is a part of the administrative/supervisory staff job description).				
D.2.2.6	The administrative/supervisory staff evaluates vocational home economics education staff performance according to local, state, and national standards and other stated objectives and/or criteria (when staff evaluation is a part of the administrative/supervisory staff job description).				
D.2.2.7	The administrative/supervisory staff utilizes the results of the staff performance evaluation to improve the vocational home economics education program.				
D.2.2.8	The administrative/supervisory staff plans and/or directs the evaluation of the vocational home economics education program.				
D.2.2.9	The administrative/supervisory staff utilizes local, state, and national vocational home economics education standards and other criteria when planning and/or directing the evaluation of the vocational home economics education program.				

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
D.2.2.10	The administrative/supervisory staff directs the revision of the vocational home economics education program based on results of the evaluation.				
D.2.2.11	The administrative/supervisory staff utilizes the results of the program evaluation to determine goals for the vocational home economics education program which become a part of the annual or five-year plans.				
D.2.2.12	The administrative/supervisory staff plans and/or directs evaluation of curriculum at least every three years.				
D.2.2.13	The administrative/supervisory staff utilizes local, state, and national vocational home economics education standards and other criteria when planning and/or directing the curriculum evaluation.				
D.2.2.14	The administrative/supervisory staff directs the revision of the curriculum based on results of the evaluations.				
D.2.2.15	The administrative/supervisory staff reports the results of the vocational home economics education program evaluation to persons in policymaking positions.				

STANDARD: D Administrative/Supervisory Staff – The administrative/supervisory staff of a vocational home economics education program is qualified to administer the program, has responsibility for managing the program, and exhibits professionalism.

PRINCIPLE: D.2 Responsibilities – The administrative/supervisory staff manages and evaluates the vocational home economics education program and directs the interpretation of vocational home economics education to the public.

CRITERION: D.2.3 Public Relations – The administrative/supervisory staff directs the interpretation of vocational home economics education by establishing an ongoing public relations program.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	D.2.3.1	The administrative/supervisory staff facilitates the use of a variety of techniques to interpret the vocational home economics education program.				
	D.2.3.2	The administrative/supervisory staff directs the interpretation of the vocational home economics education program to persons in various educational settings.				
	D.2.3.3	The administrative/supervisory staff directs the interpretation of the vocational home economics education program to persons in the community.				
	D.2.3.4	The administrative/supervisory staff directs the interpretation of the vocational home economics education program to policymakers, such as board of education members and legislators.				

STANDARD: D Administrative/Supervisory Staff – The administrative/supervisory staff of a vocational home economics education program is qualified to administer the program, has responsibility for managing the program, and exhibits professionalism.

PRINCIPLE: D.3 Professionalism – The administrative/supervisory staff exhibits professionalism.

CRITERION: D.3.1 Professional Conduct – The administrative/supervisory staff exhibits professional conduct.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	D.3.1.1	The administrative/supervisory staff adheres to codes of ethics for vocational home economics educators and the education profession.				
	D.3.1.2	The administrative/supervisory staff communicates and cooperates with persons in the education system.				
	D.3.1.3	The administrative/supervisory staff communicates and cooperates with persons in the community.				
	D.3.1.4	The administrative/supervisory staff follows established lines of authority in expressing needs or concerns.				

STANDARD: D Administrative/Supervisory Staff – The administrative/supervisory staff of a vocational home economics education program is qualified to administer the program, has responsibility for managing the program, and exhibits professionalism.

PRINCIPLE: D.3 Professionalism – The administrative/supervisory staff exhibits professionalism.

CRITERION: D.3.2 Continuing Education Activities – The administrative/supervisory staff participates in continuing education activities.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	D.3.2.1	The administrative/supervisory staff participates in at least one college course, inservice activity, workshop, seminar, or training program each year in order to update professional and technical knowledge in vocational home economics education or administration/supervision.				
	D.3.2.2	The administrative/supervisory staff actively seeks new knowledge and ideas by reading professional publications.				

STANDARD: D Administrative/Supervisory Staff – The administrative/supervisory staff of a vocational home economics education program is qualified to administer the program, has responsibility for managing the program, and exhibits professionalism.

PRINCIPLE: D.3 Professionalism – The administrative/supervisory staff exhibits professionalism.

CRITERION: D.3.3 Professional Organization Activities – The administrative/supervisory staff is involved in professional organization activities.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	D.3.3.1	The administrative/supervisory staff maintains annual membership in at least one vocational education professional organization.				
	D.3.3.2	The administrative/supervisory staff attends meetings of at least one vocational education professional organization each year.				
	D.3.3.3	The administrative/supervisory staff participates annually in a vocational education professional organization by serving as an officer or committee member, by influencing legislation and policies, or by promoting the profession through public relations.				
	D.3.3.4	The administrative/supervisory staff participates each year in at least one professional organization related to home economics or administration/supervision in addition to vocational education professional organizations.				

Standard Topic E. INSTRUCTIONAL STAFF

The instructional staff is defined as the personnel directly responsible for teaching in the vocational home economics education program.

STANDARD: E Instructional Staff - The instructional staff of a vocational home economics education program is qualified to conduct the instructional program, has responsibility for conducting the instructional program, and exhibits professionalism.

PRINCIPLE: E.1 Qualifications - The instructional staff is qualified to conduct the instructional program.

CRITERION: E.1.1 Education - The instructional staff has the preservice and inservice education necessary to conduct the instructional program.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	E.1.1.1	The instructional staff has at least a bachelor's degree. (Must also meet the requirement of Quality Indicator E.1.2.1.)				
	E.1.1.2	The instructional staff has had college preparation in all areas of home economics: (1) child development; (2) clothing and textiles; (3) consumer education; (4) family/ individual health; (5) family living and parenthood education; (6) food and nutrition; (7) home management (including resource management); and (8) housing, home furnishings, and equipment.				
	E.1.1.3	The instructional staff has had college preparation to work with middle/junior high school students.				

Quality indicators continued

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
E.1.1.4	The instructional staff has had educational preparation in planning techniques and organizational procedures.				
E.1.1.5	The instructional staff has had educational preparation to implement the curriculum through a variety of teaching strategies.				
E.1.1.6	The instructional staff has had educational preparation in evaluation techniques.				
E.1.1.7	The instructional staff has had educational preparation to establish and utilize procedures for discipline which assist in creating a positive learning environment.				
E.1.1.8	The instructional staff has had educational preparation in the history and philosophy of vocational education.				
E.1.1.9	The instructional staff has had educational preparation in the history and philosophy of home economics education.				
E.1.1.10	The instructional staff has had educational preparation to integrate FHA/HERO chapters into the instructional program.				
E.1.1.11	The instructional staff has had educational preparation to work with students with various abilities.				

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
E.1.1.12	The instructional staff has had educational preparation to work with disadvantaged students.				
E.1.1.13	The instructional staff has had educational preparation to work with students who have handicapping conditions.				
E.1.1.14	The instructional staff has had educational preparation to work with students from economically depressed areas or areas of high rates of unemployment.				
E.1.1.15	The instructional staff has had educational preparation to work with students from various cultures.				
E.1.1.16	The instructional staff has had educational preparation to eliminate sex bias and sex stereotyping.				
E.1.1.17	The instructional staff has had educational preparation to address current and future societal concerns, such as energy education/ management, school-age parents, nutrition education, consumer education, and others as appropriate for the community.				
E.1.1.18	The instructional staff has had educational preparation to manage the financial responsibilities of the teaching assignment.				

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
E.1.1.19	The instructional staff has had educational preparation to assist students in planning and conducting extended learning experiences beyond the classroom (in home and/or community).				
E.1.1.20	The instructional staff has had educational preparation to work with parents/guardians in meeting needs of students and improving local curriculum.				
E.1.1.21	The instructional staff has had educational preparation to promote the vocational home economics education program through public relations activities.				
E.1.1.22	The instructional staff has had educational preparation to form and utilize an advisory council.				
E.1.1.23	The instructional staff has had educational preparation to interpret and influence local, state, and national legislation and policies affecting vocational home economics education.				
E.1.1.24	The instructional staff has had educational preparation for teaching basic skills, such as reading, writing, and computation, in the content area.				
E.1.1.25	The instructional staff has had educational preparation to supervise student teachers before one is assigned.				

	Below Standard	Meets Standard	Exceeds Standard	COMMENTS
Complete the following Quality Indicators only if outreach offerings are part of the middle/junior high consumer and homemaking education instructional program. E.1.1.26 The instructional staff responsible for outreach offerings has had educational preparation to assess community needs.				
E.1.1.27 The instructional staff responsible for outreach offerings has had educational preparation to organize, manage, and evaluate a program of these offerings.				

STANDARD: E Instructional Staff - The instructional staff of a vocational home economics education program is qualified to conduct the instructional program, has responsibility for conducting the instructional program, and exhibits professionalism.

PRINCIPLE: E.1 Qualifications - The instructional staff is qualified to conduct the instructional program.

CRITERION: E.1.2 Certification/Licensing/Credentialing - The instructional staff meets state certification/licensing/credentialing requirements.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	E.1.2.1	The instructional staff has a vocational home economics education teaching certificate/ license/credential for the specific teaching assignment. (Must also meet the requirement of Quality Indicator E.1.1.1.)				
	E.1.2.2	The instructional staff who has a temporary certificate/license/credential is actively involved in obtaining a credential for the teaching assignment.				
	E.1.2.3	The instructional staff of middle/junior high consumer and homemaking education programs designed specifically for the disadvantaged/ handicapped has an additional certificate/ license/credential for teaching those students.				

STANDARD: E Instructional Staff - The instructional staff of a vocational home economics education program is qualified to conduct the instructional program, has responsibility for conducting the instructional program, and exhibits professionalism.

PRINCIPLE: E.2 Responsibilities - The instructional staff facilitates learning, manages the instructional program, assumes responsibility for evaluation, and interprets vocational home economics education to the public.

CRITERION: E.2.1 Instruction - The instructional staff facilitates learning through instructional activities.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	E.2.1.1	The instructional staff assists in developing and revising the local curriculum, based upon state and national curriculum guides.				
	E.2.1.2	The instructional staff utilizes local curriculum guides and policies.				
	E.2.1.3	The instructional staff assumes responsibility for planning, organizing, and conducting instruction.				
	E.2.1.4	The instructional staff adapts instruction to meet the needs of all students.				
	E.2.1.5	The instructional staff organizes and advises an FHA/HERO chapter as an integral part of the instructional program.				
	E.2.1.6	The instructional staff initiates and makes parent/guardian contacts.				

Quality indicators continued

	Below Standard	Meets Standard	Exceeds Standard	COMMENTS
E.2.1.7 The instructional staff assists students in planning and conducting extended learning experiences beyond the classroom (in home and/or community).				
E.2.1.8 The instructional staff promotes articulation of consumer and homemaking education instructional programs among educational levels (elementary through adult).				
E.2.1.9 The instructional staff promotes articulation of the vocational home economics education program offerings.				
E.2.1.10 The instructional staff facilitates learning of students with special needs by serving on the committee which reviews those students for admission to and dismissal from each offering.				
Complete the following Quality Indicator only if outreach offerings are part of the middle/junior high consumer and homemaking education instructional program. E.2.1.11 The instructional staff responsible for outreach offerings initiates and conducts offerings as needed by the community.				

INSTRUCTIONAL STAFF

STANDARD: E Instructional Staff - The instructional staff of a vocational home economics education program is qualified to conduct the instructional program, has responsibility for conducting the instructional program, and exhibits professionalism.

PRINCIPLE: E.2 Responsibilities - The instructional staff facilitates learning, manages the instructional program, assumes responsibility for evaluation, and interprets vocational home economics education to the public.

CRITERION: E.2.2 Management - The instructional staff manages the instructional program.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	E.2.2.1	The instructional staff organizes and utilizes an advisory council.				
	E.2.2.2	The instructional staff develops the philosophy utilizing suggestions from the advisory council.				
	E.2.2.3	The instructional staff manages the financial aspects of the teaching assignment.				
	E.2.2.4	The instructional staff maintains a file of departmental records and reports, such as minutes of advisory council meetings and inventories.				
	E.2.2.5	The instructional staff meets deadlines when completing and filing reports.				
	E.2.2.6	The instructional staff selects and obtains instructional materials and supplies.				

Quality indicators continued

	Below Standard	Meets Standard	Exceeds Standard	COMMENTS
E.2.2.7 The instructional staff makes and prioritizes recommendations for the purchase of equipment at least once a year.				
E.2.2.8 The instructional staff organizes, maintains, and inventories instructional supplies, materials, and equipment.				
E.2.2.9 The instructional staff arranges and maintains the classroom setting to provide a safe environment which is conducive to learning.				
E.2.2.10 The instructional staff establishes and utilizes procedures for discipline which assist in creating a positive learning environment.				
Complete the following Quality Indicator only if outreach offerings are part of the middle/junior high consumer and homemaking education instructional program. E.2.2.11 The instructional staff responsible for outreach offerings establishes and utilizes procedures for conducting offerings in cooperation with school and community groups.				

STANDARD: E Instructional Staff - The instructional staff of a vocational home economics education program is qualified to conduct the instructional program, has responsibility for conducting the instructional program, and exhibits professionalism.

PRINCIPLE: E.2 Responsibilities - The instructional staff facilitates learning, manages the instructional program, assumes responsibility for evaluation, and interprets vocational home economics education to the public.

CRITERION: E.2.3 Evaluation - The instructional staff assumes responsibility for evaluation.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	E.2.3.1	The instructional staff conducts a formal self-evaluation of professional performance at least once a year.				
	E.2.3.2	The instructional staff utilizes local, state, and national vocational home economics education standards and other criteria when conducting self-evaluation of professional performance.				
	E.2.3.3	The instructional staff utilizes the results of the self-evaluation of professional performance to improve instruction.				
	E.2.3.4	The instructional staff evaluates students through a variety of techniques.				
	E.2.3.5	The instructional staff evaluates student progress on a continuous basis.				

Quality indicators continued

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
E.2.3.6	The instructional staff evaluates student progress according to stated behavioral/ performance objectives.				
E.2.3.7	The instructional staff utilizes the results of the evaluation of student progress to improve instruction.				
E.2.3.8	The instructional staff conducts evaluations of curriculum as each offering is taught.				
E.2.3.9	The instructional staff conducts in-depth evaluations of curriculum at least every three years.				
E.2.3.10	The instructional staff revises the curriculum based on results of the evaluation.				
E.2.3.11	The instructional staff conducts an evaluation of instructional materials and equipment at least once a year.				
E.2.3.12	The instructional staff makes recommendations for improving instructional materials and equipment based on results of the evaluation.				
E.2.3.13	The instructional staff participates in evaluations of the instructional program.				
E.2.3.14	The instructional staff revises the instructional program based on results of the evaluation.				

	Below Standard	Meets Standard	Exceeds Standard	COMMENTS
Complete the following Quality Indicator only if outreach offerings are part of the middle/junior high consumer and homemaking education instructional program.				
E.2.3.15 The instructional staff responsible for outreach offerings conducts an evaluation of the offerings in relation to identified community needs at least once a year.				

STANDARD: E Instructional Staff - The instructional staff of a vocational home economics education program is qualified to conduct the instructional program, has responsibility for conducting the instructional program, and exhibits professionalism.

PRINCIPLE: E.2 Responsibilities - The instructional staff facilitates learning, manages the instructional program, assumes responsibility for evaluation, and interprets vocational home economics education to the public.

CRITERION: E.2.4 Public Relations - The instructional staff interprets vocational home economics education by establishing an ongoing public relations program.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	E.2.4.1	The instructional staff utilizes a variety of techniques to interpret the vocational home economics education program.				
	E.2.4.2	The instructional staff interprets the vocational home economics education program to persons in various educational settings.				
	E.2.4.3	The instructional staff interprets the vocational home economics education program to persons in the community(parents/guardians, business/industry persons, and others).				
	E.2.4.4	The instructional staff interprets the vocational home economics education program to policymakers, such as board of education members, legislators, and members of the local government.				

STANDARD: E Instructional Staff - The instructional staff of a vocational home economics education program is qualified to conduct the instructional program, has responsibility for conducting the instructional program, and exhibits professionalism.

PRINCIPLE: E.3 Professionalism - The instructional staff exhibits professionalism.

CRITERION: E.3.1 Professional Conduct - The instructional staff exhibits professional conduct.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	E.3.1.1	The instructional staff adheres to local, state, and national codes of ethics for vocational home economics educators and the education profession.				
	E.3.1.2	The instructional staff communicates and cooperates with persons in the school and the school district (students, staff, other instructors, counselors, and administrators).				
	E.3.1.3	The instructional staff communicates and cooperates with persons in the community (parents/guardians, business/industry persons, and others).				
	E.3.1.4	The instructional staff participates in school and community activities in addition to those directly related to the teaching assignment.				
	E.3.1.5	The instructional staff follows established lines of authority in expressing needs or concerns.				

STANDARD: E Instructional Staff - The instructional staff of a vocational home economics education program is qualified to conduct the instructional program, has responsibility for conducting the instructional program, and exhibits professionalism.

PRINCIPLE: E.3 Professionalism - The instructional staff exhibits professionalism.

CRITERION: E.3.2 Continuing Education Activities - The instructional staff participates in continuing education activities.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	E.3.2.1	The instructional staff participates in at least one local, state, or national inservice activity, workshop, seminar, or training program each year in order to further professional development in vocational home economics education or middle/junior high education.				
	E.3.2.2	The instructional staff updates professional and technical knowledge by taking college courses relating to vocational home economics education or education during each three-year period of employment.				
	E.3.2.3	The instructional staff actively seeks new knowledge and ideas by reading professional publications.				

STANDARD: E Instructional Staff - The instructional staff of a vocational home economics education program is qualified to conduct the instructional program, has responsibility for conducting the instructional program, and exhibits professionalism.

PRINCIPLE: E.3 Professionalism - The instructional staff exhibits professionalism.

CRITERION: E.3.3 Professional Organization Activities - The instructional staff is involved in professional organization activities.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	E.3.3.1	The instructional staff maintains annual membership in at least one vocational education professional organization.				
	E.3.3.2	The instructional staff attends local, state, and/or national meetings of at least one vocational education professional organization every three years.				
	E.3.3.3	The instructional staff participates annually in a vocational education professional organization by serving as an officer or committee member, by influencing legislation and policy, or by promoting the profession through public relations.				
	E.3.3.4	The instructional staff participates each year in at least one professional organization related to home economics education in addition to vocational education professional organizations.				

Standard Topic F. INSTRUCTIONAL PROGRAM

The instructional program is defined as consumer and homemaking education offerings or occupational home economics education offerings at each educational level.

STANDARD: F Instructional Program – The instructional program reflects the local vocational home economics education philosophy through its offerings and structure.

PRINCIPLE: F.1 Offerings – The instructional program is composed of offerings designed to prepare middle/junior high school students for the occupation of homemaking.

CRITERION: F.1.1 Types – The instructional program is composed of comprehensive offerings which are exploratory in nature.

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS: F.1.1.1	The instructional program includes comprehensive consumer and homemaking education offerings which are comprised of study in all areas of home economics: (1) child development; (2) clothing and textiles; (3) consumer education; (4) family/individual health; (5) famly living and parenthood education; (6) food and nutrition; (7) home management (including resource management); and (8) housing, home furnishings, and equipment.				
F.1.1.2	The instructional program is exploratory in nature and emphasizes development of positive self-concepts; understanding personal growth and development; and relationships with peers and family members in becoming contributing members in the home, school, and community.				

Quality indicators continued

	Below Standard	Meets Standard	Exceeds Standard	COMMENTS
Complete the following Quality Indicator only if outreach offerings are part of the middle/junior high consumer and homemaking education instructional program. F.1.1.3 The instructional program provides outreach offerings, utilizing home, school, and/or community facilities, to meet the special needs of youth and adults. (See definition of outreach offerings in Handbook.)				

STANDARD: F Instructional Program - The instructional program reflects the local vocational home economics education philosophy through its offerings and structure.

PRINCIPLE: F.1 Offerings - The instructional program is composed of offerings designed to prepare middle/junior high school students for the occupation of homemaking.

CRITERION: F.1.2 Number and Length - The instructional program is composed of offerings of various lengths.

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	F.1.2.1 The instructional program includes a minimum of one 12-week comprehensive offering of an exploratory nature.				
	Complete the following Quality Indicator only if outreach offerings are part of the middle/junior high consumer and homemaking education instructional program.				
	F.1.2.2 The instructional program includes outreach offerings of sufficient number and length to meet the special needs of youth and adults in the community.				

STANDARD: F Instructional Program - The instructional program reflects the local vocational home economics education philosophy through its offerings and structure.

PRINCIPLE: F.2 Structure - The instructional program is structured to insure that the needs of students are met.

CRITERION: F.2.1 Staff - The instructional program is structured to insure that a sufficient number of teachers and administrators/supervisors is employed to meet the needs of students.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	F.2.1.1	The instructional program is structured to insure that the number of teachers employed complies with state guidelines in order to meet the needs of students.				
	F.2.1.2	The instructional program is structured to insure that in a department having more than one vocational home economics education teacher, one of those teachers is designated as chairperson.				
	F.2.1.3	The instructional program is structured to insure that a local vocational home economics education administrator/supervisor is employed when state guidelines requiring such a position are met.				

Quality Indicators continued

	Below Standard	Meets Standard	Exceeds Standard	COMMENTS
Complete the following Quality Indicator only if outreach offerings are part of the middle/junior high consumer and homemaking education instructional program. F.2.1.4 The instructional program is structured to insure that instructional staff is specifically employed to conduct outreach offerings when the offerings are a part of the middle/junior high consumer and homemaking education instructional program.				

STANDARD: F Instructional Program – The instructional program reflects the local vocational home economics education philosophy through its offerings and structure.

PRINCIPLE: F.2 Structure - The instructional program is structured to insure that the needs of students are met.

CRITERION: F.2.2 Schedule – The instructional program is structured to insure that teachers have sufficient time to meet the needs of students.

QUALITY INDICATORS:		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
F.2.2.1	The instructional program is structured to insure that each teacher has released time of at least one class period each day for planning and preparation of classes.				
F.2.2.2	The instructional program is structured to insure that teachers who have responsibility for conducting site visits to supervise extended learning experiences have released time of at least one class period each day (in addition to the regular planning period).				
F.2.2.3	The instructional program is structured to insure that in a department having four or more vocational home economics education teachers, the chairperson is provided additional released time of at least one class period each day (in addition to the regular planning period) for managerial responsibilities.				

STANDARD: F Instructional Program - The instructional program reflects the local vocational home economics education philosophy through its offerings and structure.

PRINCIPLE: F.2 Structure - The instructional program is structured to insure that the needs of students are met.

CRITERION: F.2.3 Populations Served - The instructional program is structured to insure that students who qualify for and who can benefit from the program have access to offerings.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	F.2.3.1	The instructional program is accessible to students who meet the prerequisites established by local and state education agencies for entrance into each specific offering.				
	F.2.3.2	The instructional program is accessible to both males and females.				
	F.2.3.3	The instructional program is accessible to students with various abilities.				
	F.2.3.4	The instructional program is accessible to students from various cultures.				
	F.2.3.5	The instructional program is accessible to students with handicapping conditions who qualify for and who can safely benefit from each specific offering.				

Quality indicators continued

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
F.2.3.6	The instructional program is accessible to students who are identified as disadvantaged.				
F.2.3.7	The instructional program is accessible to students who are identified as being from economically depressed areas or areas with high rates of unemployment.				
F.2.3.8	The instructional program is accessible to school-age parents present in the middle/junior high school setting.				
Complete the following Quality Indicator only if outreach offerings are part of the middle/junior high consumer and homemaking education instructional program. F.2.3.9	The instructional program is accessible through outreach offerings to youth and adults in the community having special needs, such as, but not limited to: the aged, young children, school-age parents, single parents, handicapped persons, educationally disadvantaged persons; programs connected with health care delivery systems; and programs providing services for courts and correctional institutions.				

STANDARD: F Instructional Program – The instructional program reflects the local vocational home economics education philosophy through its offerings and structure.

PRINCIPLE: F.2 Structure – The instructional program is structured to insure that the needs of students are met.

CRITERION: F.2.4 Class Size – The instructional program is structured to insure that class size is appropriate for each teaching/learning situation.

QUALITY INDICATORS:		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
F.2.4.1	The instructional program is structured to insure that the number of students in each instructional setting does not exceed the number for which it is designed and equipped.				
F.2.4.2	The instructional program is structured to insure that the number of students in each offering does not exceed the number for which instructional supplies and materials are provided.				
F.2.4.3	The instructional program is structured to insure that the number of students (including mainstreamed students) in each offering does not exceed the number the teacher can effectively instruct and safely supervise.				

STANDARD: F Instructional Program – The instructional program reflects the local vocational home economics education philosophy through its offerings and structure.

PRINCIPLE: F.2 Structure – The instructional program is structured to insure that the needs of students are met.

CRITERION: F.2.5 Evaluation - The instructional program is structured to insure that a continuous evaluation process is utilized for program improvement to meet the needs of students.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	F.2.5.1	The instructional program is evaluated at least every three years.				
	F.2.5.2	The instructional program is evaluated by the vocational home economics education staff and advisory council.				
	F.2.5.3	The instructional program is evaluated utilizing local and state plans for vocational education.				
	F.2.5.4	The instructional program is evaluated utilizing local, state, and national standards for vocational home economics education programs.				
	F.2.5.5	The instructional program is revised when a need is indicated by the results of the evaluation.				

Standard Topic G. CURRICULUM

The curriculum is defined as that portion of the instructional program which identifies the content of the offerings and the plan for instruction.

STANDARD: G Curriculum – The curriculum is developed, implemented, and evaluated to reflect the local vocational home economics education philosophy.

PRINCIPLE: G.1 Development – The curriculum is developed utilizing various sources to prepare middle/junior high school students for the occupation of homemaking.

CRITERION: G.1.1 Sources – The curriculum is developed utilizing suggestions and information from various sources.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	G.1.1.1	The curriculum is developed utilizing local, state, and national consumer and homemaking education curriculum materials.				
	G.1.1.2	The curriculum is developed utilizing suggestions from the advisory council.				
	G.1.1.3	The curriculum is developed utilizing information about the needs, interests, and abilities of students.				
	G.1.1.4	The curriculum is developed utilizing information about the current and future needs of society.				
	G.1.1.5	The curriculum is developed utilizing suggestions from middle/junior high school students in consumer and homemaking education classes.				

Quality indicators continued

Quality Indicators continued

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
G.1.1.6	The curriculum is developed utilizing information gained through parent/guardian contacts.				
G.1.1.7	The curriculum is developed utilizing follow-up data from students.				
G.1.1.8	The curriculum is developed utilizing data from evaluations of student progress.				
G.1.1.9	The curriculum is developed utilizing suggestions from teachers, counselors, and administrators/supervisors.				

STANDARD: G Curriculum – The curriculum is developed, implemented, and evaluated to reflect the local vocational home economics education philosophy.

PRINCIPLE: G.1 Development – The curriculum is developed utilizing various sources to prepare middle/junior high school students for the occupation of homemaking.

CRITERION: G.1.2 Content – The curriculum is comprised of various components designed to prepare middle/junior high school students for the occupation of homemaking.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	G.1.2.1	The curriculum is exploratory in nature and is based upon the following areas of vocational home economics education: (1) child development; (2) clothing and textiles; (3) consumer education (4) family/individual health; (5) family living and parenthood education; (6) food and nutrition; (7) home management (including resource management); and (8) housing, home furnishings, and equipment.				
	G.1.2.2	The curriculum includes both short-term and long-term goals for the instructional program.				
	G.1.2.3	The curriculum identifies general objectives for the instructional program.				
	G.1.2.4	The curriculum includes behavioral/performance objectives for each offering.				

Quality Indicators continued

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
G.1.2.5	The curriculum includes objectives in each of the domains of learning.				
G.1.2.6	The curriculum reflects articulation of consumer and homemaking education instructional programs among educational levels (elementary through adult).				
G.1.2.7	The curriculum reflects articulation of the vocational home economics education program offerings.				
G.1.2.8	The curriculum includes FHA/HERO chapters as an integral part of the instructional program.				
G.1.2.9	The curriculum includes extended learning experiences beyond the classroom setting.				
G.1.2.10	The curriculum includes consumer education as a part of each offering.				
G.1.2.11	The curriculum is free of sex bias and sex stereotyping.				
G.1.2.12	The curriculum prepares middle/junior high school males and females for the occupation of homemaking.				
G.1.2.13	The curriculum includes information about home economics careers as a part of each offering.				

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
G.1.2.14	The curriculum includes information on topics based on current and future societal concerns, such as energy education/management, school-age parents, nutrition education, consumer education, and others as appropriate for the community.				
G.1.2.15	The curriculum is adapted for students with various abilities.				
G.1.2.16	The curriculum is adapted for students with handicapping conditions.				
G.1.2.17	The curriculum is adapted for students identified as being from economically depressed areas or areas with high rates of unemployment.				
G.1.2.18	The curriculum is adapted for students identified as disadvantaged.				
G.1.2.19	The curriculum is adapted for middle/junior high school students identified as school-age parents.				
G.1.2.20	The curriculum is adapted for students from various cultures.				

STANDARD: G Curriculum – The curriculum is developed, implemented, and evaluated to reflect the local vocational home economics education philosophy.

PRINCIPLE: G.2 Implementation – The curriculum is implemented through use of various strategies and resources.

CRITERION: G.2.1 Strategies – The curriculum is implemented through use of various strategies.

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS: G.2.1.1	The curriculum is implemented through a variety of teaching techniques, including group and individual instruction.				
G.2.1.2	The curriculum is implemented through the use of techniques which are free of sex bias and sex stereotyping.				
G.2.1.3	The curriculum is implemented through FHA/HERO chapter activities and projects.				
Complete the following Quality Indicator only if outreach offerings are part of the middle/junior high consumer and homemaking education instructional program.					
G.2.1.4	The curriculum is implemented through outreach offerings which extend opportunities into the community when a need for an outreach program has been established.				

STANDARD: G Curriculum – The curriculum is developed, implemented, and evaluated to reflect the local vocational home economics education philosophy.

PRINCIPLE: G.2 Implementation – The curriculum is implemented through use of various strategies and resources.

CRITERION: G.2.2 Resources – The curriculum is implemented through use of various resources.

QUALITY INDICATORS:		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
G.2.2.1	The curriculum is implemented through use of a variety of audio-visual resources.				
G.2.2.2	The curriculum is implemented through use of a variety of printed resources.				
G.2.2.3	The curriculum is implemented through use of resources which are free of sex bias and sex stereotyping.				
G.2.2.4	The curriculum is implemented through use of a variety of community resources, such as guest speakers and field trips.				

STANDARD: G Curriculum – The curriculum is developed, implemented, and evaluated to reflect the local vocational home economics education philosophy.

PRINCIPLE: G.3 Evaluation – The curriculum is evaluated by a systematic process utilizing suggestions from various sources.

CRITERION: G.3.1 Process – The curriculum is evaluated by a systematic process in order to meet the needs of middle/junior high school students.

			Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	G.3.1.1	The curriculum is evaluated in depth at least every three years.				
	G.3.1.2	The curriculum is evaluated as each offering is taught.				
	G.3.1.3	The curriculum is evaluated utilizing local, state, and national standards for vocational home economics education programs.				
	G.3.1.4	The curriculum is revised when indicated by the results of the evaluation.				

STANDARD: G Curriculum – The curriculum is developed, implemented, and evaluated to reflect the local vocational home economics education philosophy.

PRINCIPLE: G.3 Evaluation – The curriculum is evaluated by a systematic process utilizing suggestions from various sources.

CRITERION: G.3.2 Sources – The curriculum is evaluated utilizing suggestions from various sources in order to meet the needs of middle/junior high school students.

		Below Standard	Meets Standard	Exceeds Standard	COMMENTS
QUALITY INDICATORS:	G.3.2.1 The curriculum is evaluated by the instructional staff utilizing suggestions from students as each offering is taught.				
	G.3.2.2 The curriculum is evaluated by the vocational home economics education staff utilizing suggestions from the advisory council.				

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